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ABSTRACT

One hundred and twenty-four learning activities designed to give Child Development Associate (CDA) trainees many opportunities to practice and demonstrate knowledge of child development and related skills are provided in this training module. Section One of the module consists of 21 general learning activities that enable the trainee to develop specific skills in working with programs for young children. These basic activities can be used many times in different ways. Section Two provides specific learning activities in each of 10 CDA curriculum areas: growth and development, guidance, program planning, nutrition, health and safety, creative arts, cognitive skills, language and physical skills, parent teacher relationships, and special needs of children. It is recommended (1) that the trainer and trainee review both the general and specific learning activities in order to select those activities which best meet the needs of the individual trainee, and (2) that the number of activities to be completed and the specific criteria within those activities be adjusted to meet these individual needs. (Author/RH)

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CHILD DEVELOPMENT ASSOCIATE:

LEARNING ACTIVITIES

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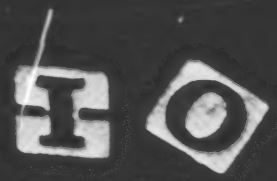

OSCAR ROSE JUNIOR COLLEGE

2

OKLAHOMA CHILD DEVELOPMENT ASSOCIATE CURRICULUM

LEARNING ACTIVITIES

Developed By

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for the

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LEARNING ACTIVITIES

Development of competence in child development requires that a trainee have many opportunities to practice and demonstrate the knowledge and skills acquires. The Learning Activities are designed to fulfill this purpose.

The First Section of learning activities is General in nature and can be completed as a part of each of the ten curriculum areas. These activities enable the trainee to develop specific skills in working with programs for young children and may be assigned as many times as necessary, but the specific area of emphasis would change. (For example, the learning activity on Community Visitors. In this activity, the trainee would invite a Community Visitor to the classroom to talk with the children on his/her area of expertise. If the trainee is studying safety, the visitor might be a fireman. If the trainee is studying creative arts, the visitor might be a musician.) The trainee would develop skill in preparing the children and visitor for the presentation, and would enhance the children's program through adding a variety of people to the program.

The Second Section of learning activities is Specific in nature and is designed to be completed with one of the ten areas. The activities focus on particular areas and enhance the development of competence in the specific areas. (For example, the learning activity for the Geometric Mobile is designed to assist the trainee in providing cognitive development related to shapes.)

It is recommended that the trainer and trainee review both the general and specific Learning Activities to select those activities which best meet the needs of the individual trainee. The number of activities to be completed and the specific criteria within the activity (such as number of fingerplays, or number of activities) should be adjusted to meet these individual needs.

TABLE OF CONTENTS

SECTION I	Numbers
General Learning Activities	1---21
SECTION II	
Specific Learning Activities	22---124
Growth and Development	22----28
Guidance	29----45
Program Planning	46----63
Nutrition	64----75
Health and Safety	76----80
Creative Arts	81----90
Cognitive Skills	91----95
Language and Physical Skills	96---104
Parent Teacher Relations	105--119
Special Needs	120--124

GENERAL LEARNING ACTIVITIES

YOUR BACKGROUND AND YOU

This assignment is to help teachers of young children realize how their personal backgrounds have affected their present attitudes and values. It is aimed at helping the individual gain insight and knowledge into the backgrounds of children and how they affect their attitudes, skills, and behavior.

List some of your present values.

a.

b.

c.

d.

e.

f.

g.

h.

Select one of the above values and discuss how your ethnic group, socio-economic group, education, and/or occupation of your parents helped develop it.

Discuss how this value helped or hindered you in your professional life.

Discuss how this value affects your guidance and/or attitude toward children.

TO BE TURNED IN:

A written report containing the information outlined in the above items.

LEARNING ACTIVITY CARDS

Design, plan, and present at least ten activities for children in the assigned curriculum area. Use the standard Activity Card presented in the Resource Tools chapter of your book.

TO BE TURNED IN:

Ten activity cards teaching concepts in the assigned curriculum area.

RESOURCE OR LEARNING UNIT

Develop a file of Resource or Learning Units for teaching the various concepts in the curriculum area assigned. These units should be written on 5" x 8" cards for use with the activity file cards which detail the information for teaching the specific activities about the concept.

Use the format on the following page for your cards. For each column, list the activities which you could do to teach the Theme/Concept/Skill listed at the top of the card. You will want to write up activity cards for each idea as you use them. Remember, some Theme/Concept/Skill ideas will not have specific activities for each column. As you develop your skills further and have the opportunity to expand your training, you will find ideas to add to these cards.

TO BE TURNED IN:

The assigned number of Resource or Learning Unit cards.

PICTURE RESOURCE FILE

Select, cut-out, and mount at least ten pictures to teach concepts in the assigned curriculum area. Each picture should be mounted individually. On the back of each picture list at least five questions for promoting discussion about the picture.

TO BE TURNED IN:

Ten pictures, mounted, questions written on back.

STORIES FOR CHILDREN

Select five children's stories/books which teach concepts in the assigned curriculum area, such as science, math, etc. Read these stories to your class and write up a book card for each, including an evaluation.

Book Card---Front of card should include the following information.

Title
Author
Publisher
Cost (if available)
Summary or description of the content
List of concepts which the story will teach

Evaluation---Back of card should include answers to the following questions.

Was the story interesting?
Was the length appropriate?
Were the pictures simple and appealing?
How well did it teach the concept?
What reactions or responses did you get from the children?
Additional Comments

TO BE TURNED IN:

Five Book Cards, including book information and evaluation.

FINGERPLAYS

Teach the children three fingerplays which teach concepts in the assigned curriculum area. Plan experiences for teaching the fingerplays according to the format for other learning activities.

TO BE TURNED IN:

An evaluation of each experience, including the words to each fingerplay.

An activity card for each of the three experiences.

PARENT EDUCATION RESOURCE FILE

Gather and organize materials which can be distributed to parents to teach concepts in the assigned curriculum area. These materials may be pamphlets, booklets, flyers, etc. which can be reproduced or acquired free of charge. These can also be materials which you develop.

All materials should have a card attached listing the concepts which the material teaches.

Items which you can acquire free of charge should have the name, address, and telephone number for ordering.

TO BE TURNED IN:

File of Resource Materials.

RESOURCES INVENTORY

Take an inventory of the materials that you presently have in your classroom that are used in the various learning centers. Write down at least ten for each learning center. Then do the following for each item:

1. State the concept(s) that a child could learn with each item.

2. Briefly describe the way in which the items could be used (by the teacher or the child) for learning the concept(s).

TO BE TURNED IN:

The list of items, by learning center, the concept(s) for each, and the description of use(s) for each.

RESOURCES INVENTORY ADDITIONS

Refer to the preceeding Learning Activity, Resources Inventory. Think of other materials that could be added to expand the materials in each learning center and make a list of these.

Select ten of the items and list the concept(s) that could be taught be each item.

TO BE TURNED IN:

Your complete Inventory Additions list, by learning center.

Ten of the additions with the concept(s) that could be taught be each.

LEARNING CENTER EVALUATION

Evaluate the learning centers in your classroom according to the criteria listed on the attached form.

TO BE TURNED IN:

The completed evaluation form.

A written summary of the strengths of these learning centers.

A list of recommendations for improving the learning centers.

OBSERVATION GUIDE FOR EVALUATING LEARNING CENTERS

I. Interest Centers
List the interest centers you see.
Are they easily identified? How?
Are the quiet centers separated from the noisy centers?
Are the centers attractive and inviting?
Which learning center has attracted the most children? The fewest?

II. Materials and Equipment
Is a good variety of materials and equipment available?
Are materials available to the children without teacher assistance?
Are the materials appropriate to the developmental needs of the children?
Are there adequate materials for the number of children?

III. Child-Teacher Interaction
What is the child-teacher ratio?
Do the children behave well when the teacher is looking and badly when the teacher is not watching?
Does the teacher ever physically express affection for the children?
Are concern and understanding expressed for the overly-aggressive child?
Are there any "loners" among the children?
Do you notice any adult interaction with the "loners"?
What p ositive guidance techniques are used?
How are transitions handled by the teacher? By the children?
Is advance notice given to the children prior to changing activities?
Do the children line up to change activities or move naturally?
How are slower children handled?

IV. Specific Learning Center (Select one learning center and answer the following)
What learning centers are available?
Is there a center for the area you selected?
Is is arranged as a distinct learning center within the environment?
Is it together or separate from similar areas?
Are there materials available for experiences in the particular area?
Is the center arranged to allow the children to explore independently?
Is the center attractive and inviting?
Is there anything in the center that could serve to stimulate curiosity?
Are there currently experiences for self-selected activities?
Are these currently planned experiences for the area?
List all the equipment that you see in the learning center. Are many children attracted to it?

V. Physical Setting
Draw a diagram of the room locating all learning centers.
In another color, draw changes that you would make in the arrangement.

CONSTRUCTING A PIECE OF EQUIPMENT FOR THE CLASSROOM

Review several school supply catalogs and select a piece of equipment you would like to construct for your classroom. Gather the necessary materials, keeping a detailed account of the cost of all materials, and construct the item.

TO BE TURNED IN:

A sketch or photograph of the piece of equipment which you constructed.

A picture of the catalog item, along with the catalog description and cost.

A written evaluation of the use of the piece of equipment and your objectives for its use.

Your account of the actual cost of the materials for making the item.

COMMUNITY VISITOR

Invite a person from your community to come to your classroom to talk about or teach some aspect of their profession. The person you select should be in a profession that relates to the concepts and themes that you are currently emphasizing in the classroom. This person could be a machine operator, a grocer, a doctor, etc.

After the person has talked to the children, evaluate the effectiveness of the presentation according to the following:

Did the theme of the community visitor's presentation fit into your program?

Did you adequately prepare the children so that they benefitted from the visitor?

Did you prepare the visitor for the visit so that he/she was able to communicate well with the children?

Give an example of one child's behavior which indicates that he/she learned something from the guest.

Could you have done anything differently in preparing for your guest that would have made the visit more effective for the children?

What follow-up activities have you done to reinforce the principles or concepts presented by the visitor?

TO BE TURNED IN:

A written evaluation of the visit of a person from your community, including information for the above items.

PLANNING AND CONDUCTING A FIELD TRIP

Plan and conduct a field trip for the children in your classroom or center. Refer to "How to Plan a Field Trip" in the Program Planning manual.

Complete the following:

Select and plan a field trip appropriate for your group of children. Plan the trip around the concepts or themes which you are currently emphasizing.

Write a report describing what you did for each step of the trip: plans, implementation, and follow-up.

Complete the attached Safety Checklist.

Write a summary of how you might improve your planning and implementation of future field trips.

TO BE TURNED IN:

A written report describing your steps for the field trip.

A completed Safety Checklist.

A written summary of improvements, if any.

SAFETY CHECKLIST FOR FIELD TRIPS

		YES	NO
1.	Did you plan the trip carefully with the children and with all adults accompanying the children?	____	____
2.	Did you make arrangements for the children to get to their homes safely if the trip should extend longer than planned?	____	____
3.	Were the drivers licensed, competent, and insured? Were the vehicles in good condition and insured?	____	____
4.	Did you instruct the children about their conduct in a car?	____	____
5.	Did children have proper means of identification?	____	____
6.	Did you plan a roll call at various times during the trip?	____	____
7.	Did you have enough adults to supervise the group?	____	____
8.	Did you have a first aid kit with you, and a person trained in administering first aid?	____	____
9.	Did you double check to make sure that all children going on the trip had signed permission slips on file?	____	____
10.	Did you inform the children's parents of the appropriate dress for the occasion?	____	____
11.	Was there sufficient time to make the return trip during regular attendance time?	____	____
12.	Did you make it clear to the children that if anyone should be separated from the group that all should meet at a certain time at a designated place?	____	____
13.	Did you make it clear that you would not permit undesirable behavior during the trip?	____	____
14.	Did you know what to do in the event of an accident or illness on the trip?	____	____
15.	Did you check loading and unloading areas?	____	____

16. Was special provision made for handicapped children? ____ ____

17. Did children make a code of safety for use on the field trip? ____ ____

18. Did you plan an evaluation of the trip from the standpoint of safety? ____ ____

VALUES OF ACTIVITIES

Evaluate five activities in the assigned curriculum area according to the following:

Name of Activity _____

Check the values that this activity would provide for the child.

a. Sensory experience _____
b. Exploration _____
c. Satisfaction and enjoyment _____
d. Self-expression _____
e. Manipulation _____
f. Emotional release _____
g. Exercise imagination and initiative _____
h. Good work habits _____
i. Learning experience _____
j. Skill and concentration _____
k. Eye-hand coordination _____
l. Harmony, rhythm, and balance _____
m. Insight into own feelings _____
n. Development of large muscles _____
o. Development of fine muscles _____

List any other values that this activity could provide for young children.

What age level is this activity most appropriate? Why?

What variations of this activity could you use in your classroom? List two.

TO BE TURNED IN:

Five evaluation forms.

EVALUATION OF CLASSROOM ACTIVITIES

Visit a child development center and observe the activities. Evaluate what you observe by answering the questions listed below.

1. Did the activities fit into the daily schedule in terms of active and quiet periods?
2. Did the activities involve the netire class, two or three small groups, one small group, or individual children?
3. Were the children motivated? Did the teacher arouse their interest first?
4. Did each activity appear to be suitable to the developmental level of each child?
5. Did the teacher give needed help or enough structure to the activity, but not to the extent of unduly restricting creative expression?
6. Did the teacher use any direct guidance? Was it verbal or physical?
7. Did the teacher use any reinforcing techniques? Give exact quotes.
8. Did the children appear to enjoy the activity?
9. Were the children being creative? What evidence did you see?
10. Were the children given an opportunity for exploration with the learning medium?
11. Did the children appear to be getting satisfaction and enjoyment from the activity?
12. What other benefits can you name from this learning activity?

TO BE TURNED IN:

Your completed form.

CONSTRUCTION OF A VISUAL AID

Construct a visual aid for teaching a concept in an assigned area. The visual should be an integral part of some activity that you plan for the children.

After you use the visual in an activity, evaluate it according to the following:

Effectiveness in teaching the stated objective and concept

Attractiveness, durability, originality

TO BE TURNED IN:

A written description or sketch or photograph of the visual aid.

A written description of your evaluation of the use of the visual aid.

The activity card for the activity using the visual aid.

BULLETIN BOARD FOR CHILDREN

Develop a bulletin foard to be used in the classroom to teach children a concept in the assigned curriculum area. Make it simple and attractive.

Plan at least two activities for the children with the bulletin board as the focus. Leave the bulletin board up at least two weeks.

TO BE TURNED IN:

A description and sketch or photograph of the bulletin board.

A written summary of the children's response to the bulletin board.

Two activity cards describing what concepts you taught with the bulletin board as the focus.

BULLETIN BOARD FOR PARENTS

Develop a bulletin board to teach parents a concept in the assigned curriculum area. Make it simple and attractive.

Display the bulletin board in a part of the center where the most parents will benefit from it. Leave the bulletin board up for at least two weeks.

TO BE TURNED IN:

A description and sketch or photograph of the bulletin board.

A written summary of the responses of the parents to the bulletin board.

PARENT MEETING

Plan and present a Parent Meeting on a topic from the assigned curriculum area. Write a summary of your plans and presentation, including information for the following:

Purpose of the meeting.
Concept to be covered.
Specific objectives to be accomplished.
Materials needed.
Resources used or supplied to the participants.
Advertising done to inform parents of the meeting.
Number who attended the meeting.
How the subject was presented.
Response of the participants.
Your feelings about the presentation, including strengths and areas of improvement.

TO BE TURNED IN:

A written report responding to the above items.

CURRENT INFORMATION FILE

Develop a file of current literature in the assigned curriculum area. Collect six (6) articles, pamphlets, etc. on the subject. Summarize the important facts from each item and write a brief description of your feelings about the item.

TO BE TURNED IN:

Six articles with their summaries and comments concerning your feelings.

PORTFOLIO DEVELOPMENT

Develop the Portfolio Section for the assigned curriculum area. Include in the section a rationale, your goals, and one additional piece of evidence of your competence.

Refer to the Portfolio Chapter of the text for more specific instructions.

TO BE TURNED IN:

Completed Portfolio Section.

SECTION II

SPECIFIC LEARNING ACTIVITIES

ANALYSIS OF YOUR PHYSICAL DEVELOPMENT

Answer the following questions about yourself and your physical development as a child.

1. Describe the physical image you held of yourself as a child.
2. How keenly were you aware of this image?
3. When you were a child, how much did your physical characteristics contribute to or hinder your personality development?
4. Compare how you felt about your physical traits in childhood and in adolescence.
5. List your physical traits that you liked best and those you liked least as a child.
6. How was your adjustment positively or negatively affected?
7. What part has some specific physical factor, such as height, weight, health, motor coordination, played in your life?
8. List the most and least effective ways that home and school have affected your physical development.
9. Tell how an accident or illness has affected both your short-term and long-term adjustment.
10. Appraise the adequacy of provisions in your own home and/or center for health education and physical fitness.

TO BE TURNED IN:

Your answers to questions one through ten.
Be prepared to discuss this with the group.

NEONATE OBSERVATION

Observe an infant that is four weeks of age or younger for a total of one hour. This may be in short intervals totaling one hour or a single one hour period. (A hospital nursery is a good place for this observation.) Following the observation, answer the following questions and complete the attached observation report.

1. Did you observe any reflex actions?
2. What reflexes were observed?
3. To what were the reflexes in response?
4. What experiences did the infant have during your observation?
5. Evaluate any experiences that you observed.

TO BE TURNED IN:

Answers to questions 1 through 5 and the completed Observation Report.

NEONATE OBSERVATION REPORT

Check the reflexes observed and specify the event which caused the reflex.

REFLEX		CAUSE
Mono	_____	_____
Darwinian	_____	_____
Pain	_____	_____
Rooting	_____	_____
Gagging	_____	_____
Blinking	_____	_____
Warming	_____	_____
Smothering	_____	_____
Babinski	_____	_____

Check the experiences observed and briefly comment on the behavior of the adults present in each situation.

EXPERIENCE		COMMENTS
Crying	_____	_____
Feeding	_____	_____
Changing	_____	_____
Bathing	_____	_____
Holding	_____	_____

SOCIAL/EMOTIONAL DEVELOPMENT OBSERVATION

Select a child between the ages of two and six for an observation of social and emotional development. Observe the child for a period of two hours, preferably in a group setting with children and adults. (This may be in short intervals totaling two hours or a single two hour period.)

Record your observations on the attached form.

TO BE TURNED IN:

Your completed observation form.

SOCIAL/EMOTIONAL DEVELOPMENT OBSERVATION

Child's Sex _____ Child's Age _____

Date _____ Time _____

A. Describe the physical setting of the observation, including place, people present, atmosphere, situation, etc.

B. The Development of a Conscience or System of Control

1. What evidence were you able to observe of the child's response to adult direction?

2. What evidence were you able to observe of the child's response to directives and suggestions of other children?

3. What are some standards and limits set for the child in the situation?

4. Does the way in which the limits are enforced influence the child's response?

5. Does the child react differently to the enforcement of limits by different people?

6. What evidence did you see of the child's self-discipline?

C. Identification

Describe an incident which you feel gives evidence of the child's identification with an adult model. Who do you think the model might be?

D. Self-Concept Development

Describe two incidents which you feel give evidence of what and how the child feels about himself/herself.

E. Demonstration of Specific Emotions

Record examples of the child's expression of each of the following emotions:

1. Fear

2. Anger

3. Jealousy

4. Curiosity

5. Happiness

6. Affection

F. Demonstration of Social Behavior

Record examples of the child's expression of the following social behaviors:

1. Negativism

2. Aggression

3. Cooperation

4. Sympathy

5. Rivalry

6. Dependency

PHYSICAL DEVELOPMENT AND MOTOR SKILLS OBSERVATION

Select a child between the ages of two and six for an observation of physical development and motor skills development. Observe the child for a total of two hours. (This may be in short intervals totaling two hours or a single two hour period.)

Following the observation, record your observations on the attached form.

TO BE TURNED IN:

The completed observation form.

PHYSICAL DEVELOPMENT AND MOTOR SKILLS OBSERVATION

Child's Sex _____ Child's Age _____

Date _____ Time _____

A. Describe the physical setting of the observation including place, people present, atmosphere, situation, etc.

B. Physical Characteristics

1. Is the child tall, short, medium tall? Slender or stocky? Small-boned or large-boned?

2. Is the child's manner alert, interested, enthusiastic, or listless?

3. Is the child happy, vigorous, listless, or methodical?

4. Is the child right-handed or laft-handed? Describe the activity on which you based this judgement.

5. Is the child's facial expression alert or dull?

6. Are the child's eyes clear and bright or dull and listless? What color are the child's eyes?

7. Does the child usually carry his/her head forward or erect?

8. Are the child's shoulders flat or rounded?

9. Do the child's feet turn forward, inward, or outward?

10. Are the child's teeth evenly spaced?

11. Does the child bite or suck his/her lips?

12. Is there a nasal discharge? Does the child often pick at his/her nose?

13. Is the child's skin clear, smooth, rough, or pale?

14. Is the child's hair soft, shining, rough, dull, or dry? What color is the child's hair?

C. Gross Motor Skills

Describe in detail the following motor skills that have been exhibited by this child. Give examples to support your descriptions.

1. Running---Does the child run smoothly, turn corners easily, fall often, etc?

2. Jumping---Does the child land standing up, can the child jump from a height, etc?

3. Hopping and skipping---Can the child jump on one foot, hop with rhythm, etc?

4. Dalance---Can the child balance on one foot, walk a balance beam, etc?

5. Climbing steps or ladders---Does the child "mark time" on each step or use alternate feet when climbing?

6. Throwing and catching a ball---Does the child catch the ball with hands or by clasping the ball to the chest, throw over-handed, etc?

D. Fine Motor Skills

1. Use of a crayon or pencil---Does the child hold it with the fist or like an adult, make few large capital letters, draw shapes, or scribble randomly?

2. Use of scissors---Can the child use the scissors easily and cut smoothly, follow a line when cutting, etc?

3. Use of eating and drinking utensils---Can the child eat without spilling, without getting food on the face, hold the spoon in fist, etc?

4. Personal Care---Does the child button and fasten clothes, tie shoes, brush or comb hair, wash hands, etc?

DEVELOPMENTAL STAGE CHART

Make and complete a chart for development of the child at the following stages of development, infancy, toddlerhood, and preschool. For each of the three stages, outline the major milestones of development in the following areas, physical, cognitive, social, emotional, and language.

TO BE TURNED IN:

Your completed Developmental Stage Chart.

DEVELOPMENTALLY APPROPRIATE MATERIALS SELECTION

Children at different stages of development need different materials, tools, and toys to work with to promote positive development. Compile a list of five items that would be appropriate for children at each of the following stages of development.

1. Birth to 1 year
2. 1 year to 2 years
3. 2 years to 3 years
4. 3 years to 4 years
5. 4 years to 5 years

TO BE TURNED IN:

Your list of twenty-five items, five appropriate for each age group.

CHILD DEVELOPMENT ARTICLE REVIEW

Review five current articles pertaining to child growth and development and write a report which includes the following information:

1. Title of Article
2. Author
3. Magazine or Journal
4. Date of Publication
5. Summary of the Article
6. Your comments and/or feelings about the Article

TO BE TURNED IN:

Article Review cards containing the information outlined in items one through six.

POSITIVE GUIDANCE TECHNIQUES

Visit the library and fina a book appropriate for the children in your classroom, which deals with some undesirable behavior or a critical situation which often produces undesirable behavior, such as a new baby in the home.

Plan an activity for the children, with the book as the focus.

TO BE TURNED IN:

A written description of the book, its story, and an evaluation of the book.

A copy of the activity card written for the activity.

A written summary of the responses of the children to the story.

OBSERVATION---20 MINUTE DIARY RECORD

Select a child to observe and make a twenty minute observation. Record the observation on the attached observation form.

Record accurately as much of the child's behavior as possible. Record what you see and hear.

After the observation, review the record of activities. Then, complete the Follow-up of Observation form.

TO BE TURNED IN:

A copy of the twenty minute observation.

A written report on the Follow-up of the Observation.

OBSERVATION---20 MINUTE DIARY RECORD

OBSERVATION FORM

Child's First Name
Age in Years and Months
Date of Observation
Place of Observation

Time	Description of behavior/activity/ language used/children involved

OBSERVATION---20 MINUTE DIARY RECORD

FOLLOW-UP OF OBSERVATION REPORT

1. Did the child seek other companions or tend to play alone?

2. Describe any special or unusual behaviors.

3. List the materials used in the twenty minute period.

4. Describe how the materials were used.

5. What equipment was used most often?

6. Was imagination show in play?

7. Was there quarreling?

8. List some specific things the child, or children, were doing or talking about.

9. What activities did the child enjoy most?

10. How do you sum up the child's personality in this brief period?
aggressive ____ shy ____ noisy ____ curious ____ friendly ____

11. How did the child perform vocally?

soft	screaming	blurred enunciation
shrill	excited	silent
loud, raucous	slow	stuttering
low	rapid	free flowing
clear		

12. How did the child perform physically?

energetically	virorously	explosively
awkwardly	gracefully	controlled
weakly	uncoordinated	carelessly
strained	effortlessly	cautiously
poised		

13. How did the child use the hands?

right	ambidextrous	closed-fisted
left	waving fingers	

14. How did the child perform emotionally?

smiling	stable/controlled	laughing
crying	did not show feelings	sobbing
tired	far-away look	droopy
worried	screaming	dreamy

15. Describe the ways in which the child solved problems.

ignores problem	direct response to problem
persistent	lack of interest
courageous	despairing
confident	indirect response to problem
timid	resourceful
dependent on other children	dependent on adults
curious	able to make needs known

16. Type of play (sometimes a combination).

solitary	parallel	social
cooperative	constructive	creative
dramatic	ceremony	physical adventure

17. When playing with others, what role did the child take?

leader	follower	both

18. When playing with others, did the child.....

share?	seem to like to play with others?
take turns?	seem to be liked by other children?

19. What is the child's relationship with the adult care-giver?

resistent to authority	dependent on adults' help
affectionate	likes to do things independently
cooperative	

20. Write any suggestions or comments you have about the child.

21. What did you learn from the child you observed?

OBSERVATION---TIME SAMPLE

Observe a child for one hour during self-selected activities. Record each activity engaged in by the child, the length of time the child spent in the activity, the type of play, the value of the activity to the child, and what you learned about the child from each activity.

TO BE TURNED IN:

A written report listing the activities of the child in a one hour observation inlcuding the information listed above.

OBSERVATION---GUIDANCE TECHNIQUES

Observe a teacher of young children for approximately two hours. Take note of the specific guidance techniques he/she uses while working with the children. For each of the situations listed below, describe the situation, give the child's response, and your interpretation of the situation.

1. Appropriate behavior due to the arrangement of equipment.
2. Appropriate behavior due to the children's knowledge of the daily schedule or sequence of events.
3. Children's ability to find learning experiences suited to their level of development.
4. Positive verbal guidance used by an adult.
5. Children being given a choice.
6. Clear directions given by the teacher.
7. Teacher redirecting a child from unsafe or unsocial behavior.
8. Teacher setting limits on a child's behavior.
9. Teacher using physical guidance.
10. Teacher using approval.
11. Teacher using disapproval.

Following the observation, write answers to the following questions:

1. What are your feelings regarding the guidance used by the teacher?
2. How do you think the children feel?

TO BE TURNED IN:

A written report listing the situations you observed, the child's response, and your interpretation of the situation for situations one through eleven.

A written report summarizing your feelings about the observation answering questions one and two.

OBSERVATION---GUIDANCE PRINCIPLES

Observe a teacher in a classroom with young children and write a report giving an example of each of the following guidance principles as they are used by the teacher in guiding the activities of the children.

1. Affection
2. Respect
3. Assistance
4. Approval

TO BE TURNED IN:

A written summary of your observations of items one through four.

OBSERVATION---DIRECT AND INDIRECT GUIDANCE

Observe a teacher of young children, noting the direct and indirect guidance techniques he/she utilizes with the children. Record your observations for the situations listed below. For each observation include: (1) the behavior of the child which you observed; (2) the teacher's response to the behavior; and (3) the child's reaction to the teacher's response and action.

1. One incident where the behavior of a child or children was affected by indirect guidance approaches, such as manipulation of the environment by setting the stage or by changing the setting.

2. Incidents of verbal guidance:

   a. Teacher using positive verbal expressions

   b. Teacher using clear, short, meaningful sentences

   c. Teacher giving the child a choice

   d. Teacher fostering independence through the recognition of success

   e. Teacher fostering self-concept through encouragement

3. Incidents of physical guidance:

   a. Teacher demonstrating or illustrating how to do something

   b. Teacher using physical contact to reassure a child

   c. Teacher using physical contact to restrain the child's activity

4. Incidents of affective guidance:

   a. Children given attention before they demand it

   b. Children helped to verbalize their feelings

   c. Teacher demonstrating negative feelings about a child

TO BE TURNED IN:

A written report recording the incidents, teacher responses, and child responses for each of the incidents listed in items one through four.

OBSERVATION---NON-VERBAL GUIDANCE

Observe a teacher of young children and record incidents or situations which illustrate the teacher's use of non-verbal guidance for each of the following situations:

1. To obtain silence or quiet
2. To prevent some action by a child
3. To encourage or show approval
4. To direct a group
5. To create or add interest to a story
6. To demonstrate ot illustrate a point
7. To stimualte creative movement

TO BE TURNED IN:

A written report describing your observations for items one through seven.

TRANSITIONS

Develop a file of transition activities to be used in the following situations:

1. To capture restless children's attention
2. To dismiss the children gradually
3. To attract the children to the group or circle time
4. To occupy children while waiting
5. To get children from one area to another without lining up
6. To clean up or pick up
7. To develop self-concept
8. To have fun

Develop or find at least three for each situation.

These should be placed on file cards with the situation and title listed at the top of the card.

TO BE TURNED IN:

Copies of the Transition cards.

PRE-STRUCTURING BEHAVIOR THROUGH ROLE PLAYING

Discuss with the children different situations and the ways in which they can be handled. Then have the children act out the most positive way in which to handle the situations.

Develop at least five situations to present and discuss with the children. Have the children come up with solutions and methods and act these out.

TO BE TURNED IN:

Five activity cards describing the five situations.

SETTING AND POSTING LIMITS

Write and post limits for a group of preschool children. Meet with the staff and children and decide what limits are necessary, and for what reasons. Write the limits is short, simple sentences. Post the limits in the classroom so they may be viewed by parents and staff. Develop an activity for teaching these to the children.

TO BE TURNED IN:

Your list of limits.

A written description of how the limits were set.

A copy of the activity card for teaching the limits to the children.

A written evaluation of the effectiveness of the activity on the children's behavior.

INFLUENCES ON SETTING LIMITS

Read the following list of statements and questions. Write a short paragraph in response to each.

1. List one kind of behavior of which you strongly disapprove or would very much like to stop.

2. How was this behavior treated in your childhood?

3. List one kind of behavior of which you strongly approve.

4. How was this behavior treated in your childhood?

5. Can you identify some sources of your feelings about the "rightness" or "wrongness" of behavior?

6. How might these feelings affect the limits you set for your group of preschool children?

   a. Describe the limits set.

   b. Describe authority patterns used when setting limits.

TO BE TURNED IN:

A written report including your responses to items one through six.

EVALUATION OF LIMITS

List the limits that you have in your classroom or center. For each limit, complete the following information:

1. List for whom the limit is set
2. State why the limit is set
3. Indicate whether or not you feel the limit is reasonable
4. If you do not feel the limit is reasonable, state how you would change it.

TO BE TURNED IN:

Your complete list of limits with the information in items one through four listed for each limit.

PUPPETS FOR THERAPY

Develop a set of puppets for use by the children for role playing. The set should, at a minimum, include boy, girl, mother, father, grandparent, monster, friends, other adults.

The puppets could be stick, hand, finger, etc.

Plan an activity to demonstrate how to manipulate the puppets.

Plan to demonstrate to your trainer and fellow teachers one situation, which you observed of the children, or child, using the puppets.

TO BE TURNED IN:

A sketch or photograph of the puppets that you made.

A copy of the activity card for the activity to teach the children how to manipulate the puppets.

A written summary of one situation where you observed the use of the puppets by the children. Use direct quotes where possible.

"ME" MOBILE

Construct a "Me" Mobile for demonstration with the children for them to construct onw for themselves. The mobile consists of pictures of body parts and each child's name suspended from a wire hanger. The purpose of the "Me" Mobile is to strengthen the child's self-image by:

a. Providing a feeling of success
b. Allowing each child to work at an individual pace
c. Developing a positive relationship with an adult as the adult guides the child in the project
d. Helping the child become aware of body parts and their names
e. Helping the child become aware of physical differences in people
f. Giving each child a choice in which body parts to use in the mobile
g. Using the child's name as a part of the mobile

Instructions for constructing the "Me" Mobile are:

1. Cut out pictures of body parts from magazines and glue each to a piece of poster board. Some body parts may need to be traced on the board and cut out.

2. Write each child's name on a piece of poster board.

3. Cut yarn in various lengths and colors.

4. Tie yarn to pictures and attach the whole body to the hanger.

5. Attach name tag to the mobile.

6. Hang mobiles in a place where the movement of the air will move the mobile.

TO BE TURNED IN:

A written evaluation of the activity after the children have completed the "Me" Mobile and a copy of the activity card for the activity.

HELPERS CHART

When children take an active part in helping in the classroom they feel a sense of personal satisfaction and will also take more interest in the classroom.

A helper chart has many values. There is never any question as to whose turn it is to help with which activity. The chart assures each child of an equal opportunity for responsibility for the various tasks. It will help the children learn to recognize their names, as well as the names of the other children.

Construct a "Helper Chart" for your classroom, according to the following steps:

1. Determine the number of tasks related to daily situations for which the children can be responsible.

2. Label each of these tasks with words and pictures on the chart. If a task is performed more than once a day, such as setting the table, indicate the time of day the task will be performed.

3. Cut out a representation for each child and print the childrens names on them. Be more creative than squares and circles.

4. Rotate the children's names on the chart so that each child gets to do each task throughout a cycle that you determine.

TO BE TURNED IN:

A sketch or photograph of the "Helpers Chart" that you made; and a sketch of the item you chose to represent each child.

A written description of the effectiveness of the "Helpers Chart" in developing independence in the children and promoting self-concept development.

INTERPRETATION OF CARTOONS

Make a collection of five cartoons in which a particular emotion or feeling is expressed. Attach each cartoon to a piece of paper, mounted like pictures for the picture file. Write a brief description of each cartoon on the back of the page, including the following information:

1. Emotion or feeling you think is expressed
2. Events that happened immediately prior to the scene
3. How the situation will be resolved or what will happen next
4. Questions to ask the children to help them develop the skill of recognizing emotions, etc.

TO BE TURNED IN:

Your collection of cartoons including the information in items one through four listed on the back of each.

A written summary of the children's responses to an activity done with the cartoons.

A copy of the activity card for using the cartoons with the children.

EQUIPMENT FOR EMOTIONAL RELEASE

Make a list of any equipment or material on hand which could help to provide emotional release for a child. For example, clay, peg board with hammer, etc.

Make or procure an additional piece of equipment for the center. For example:

1. "Stomping cans"
2. An old sofa cushion for punching
3. Sleeping bag or a sturdy pillow case staffed firmly with tightly twisted sheets of newspaper
4. Hammer, nails, and wood for hammering
5. A rubber object for a biter

TO BE TURNED IN:

A list of the materials presently on hand for emotional release.

A description of the additional piece of equipment.

PURPOSES OF PROGRAMS FOR YOUNG CHILDREN

Survey owners, directors, or teachers of three programs for young children to determine the purpose, goals, or objectives of each. Answer the following questions for each program.

1. What type of program is used in the center?
2. What is the purpose of the center?
3. What are the stated goals and objectives of the center?
4. What goals or objectives are implied?
5. Do you feel that the center is accomplishing its purposes and goals. Why or why not?

TO BE TURNED IN:

Three written reports answering questions one through five about three different centers for young children.

PHILOSOPHY OF EARLY CHILDHOOD EDUCATION

Write a brief paragraph to complete each of the following statements:

1. I believe children are
2. I believe a good child care facility should provide
3. It is very important that preschool children
4. When a center neglects or overlooks
5. Most of all, I want to
6. In the future, I hope to be able to

TO BE TURNED IN:

A written report including paragraphs to complete items one through six.

APPROACH AND THEORY OF DEVELOPMENT

Write two or three paragraphs defining and describing your approach and theory of the study of child development. State what the approach or theory is and why you believe in it.

TO BE TURNED IN:

Your written report.

ASSESSMENT OF TEACHER STRENGTHS

Observe a teacher of young children. Evaluate the teacher's characteristics as listed below:

1. Attitude toward teaching
2. Relationship with other teachers
3. Relationship with children
4. Relationship with parents
5. Classroom organization
6. Flexibility
7. Guidance techniques
8. Sense of humor
9. Sensitivity, empathy, sympathy
10. Other outstanding characteristics which you noticed

TO BE TURNED IN:

A written report containing the information outlined in items one through ten.

PLANNING TOOLS

Compile a packet of examples of the following planning tools which you use in your center:

1. Daily schedule
2. Daily plans
3. Weekly plans
4. Long range plan, yearly calendar
5. Resource or Learning units
6. Instructional units
7. Activity cards

TO BE TURNED IN:

Examples of the planning tools which you now use.

ROOM ARRANGEMENT

Draw a sketch of the floor plan of the total area of your classroom. Draw the floor plan to scale, using one-half inch to equal one foot. Give the dimensions of the room and figure the area in square feet. Include the following in your drawing:

1. Windows
2. Doors
3. Built-in cupboards and closets
4. Toilet and sinks
5. Classroom furniture
6. Electrical outlets
7. Label all learning centers
8. Label all other areas used for program activities

TO BE TURNED IN:

The sketch of your classroom including the information in one through eight.

REVISED ROOM ARRANGEMENT

Review the room arrangement you drew in the preceeding activity according to the information in your text on classroom arrangements. Determine any changes that will improve the current arrangement of your classroom.

Make a copy of the original room arrangement from the preceeding activity. On the copy, indicate the changes you would make to improve the functioning of the children in your classroom.

TO BE TURNED IN:

The revised drawing of your classroom.

COMPARISON OF ROOM ARRANGEMENTS

Take the room arrangements from the two preceeding activities and compare the original to the revised room arrangement and then answer the following:

1. List the weaknesses of the original room arrangement and then tell what you did to improve these in your revised arrangement.

2. List the weaknesses in your original room arrangement that must remain because of physical facilities that cannot be changed.

3. If you did not make any changes in your room arrangement, write a paragraph discussing the specific reasons why you feel that no change is needed.

4. List the ways in which the revised room arrangement will help your classroom to better meet the needs of your children.

TO BE TURNED IN:

A written report outlining the information in items one through four.

PROGRESSIVE ROOM ARRANGEMENT

Make a copy of your classroom from the "Room Arrangement" activity. As you make changes in your room arrangement during the year, make them in red. As further changes are made, mark them in another color.

Keep a list of the changes, why you made them, and the effects of the changes on the cunctioning of the children and the staff in the classroom.

TO BE TURNED IN:

The list of changes, reasons, and effects.

The drawing of the classroom showing the various changes made during the year.

EVALUATION OF DAILY SCHEDULE

Evaluate the daily schedule used in your classroom, according to the following checklist:

1. Is the schedule child centered?

2. Is it flexible?

3. Is the skeleton schedule based on the physical needs of the children, providing for:
   a. snack or breakfast
   b. toileting
   c. lunch
   d. rest
   e. an orientation time at the beginning of each day
   f. a number of group times of varying lengths
   g. both indoor and outdoor activities
   h. preparation for dismissal

4. Are the schedule's transition times smooth?
   a. Do they provide enough time for clean-up of activities?
   b. Do they provide enough time for routines?
   c. Do they provide a sequence of activities so that a gradual slowing down and a gradual speeding up of activities occurs?

5. If you share facilities, will this schedule be compatible with the other group?

TO BE TURNED IN:

A copy of your daily schedule.
A written evaluation of the daily schedule including items one through five.

REVISED DAILY SCHEDULE

Review the section on "Daily Schedules" in the Program Planning book. Evaluate your original schedule, according to the previous activity. Plan a revised daily schedule appropriate to your group of children. Evaluate the revised daily schedule according to the following checklist:

1. Is the schedule child centered?

2. Is it flexible?

3. Is the skeleton schedule based on the physical needs of the children, providing for:
   a. snack or breakfast
   b. toileting
   c. lunch
   d. rest
   e. an orientation at the beginning of each day
   f. a number of group times of varying lengths
   g. both indoor and out door activity
   h. preparation for dismissal

4. Are the schedule's transition times smooth?
   a. Do they provide enough time for clean-up of activities?
   b. Do they provide enough time for routines?
   c. Do they provide a sequence of activities so that a gradual slowing down and a gradual speeding up of activities occurs?

5. If you share facilities, will this schedule be compatible with the other group?

TO BE TURNED IN:

A copy of your Revised Daily Schedule.

A written evaluation of the Revised Daily Schedule including items one through five.

COMPARISON OF CURRENT AND REVISED DAILY SCHEDULES

Compare the daily schedule that you are currently using with the daily schedule that you revised, and answer the following questions:

1. List the specific changes that you made in your original schedule, and tell why you made the changes.

2. List the reasons why you think the new schedule will improve your program for the children.

3. State what procedure you will use to introduce the new schedule

   a. To other staff members

   b. To the children

TO BE TURNED IN:

A written report comparing the two schedules according to items one through three.

COMMERCIAL TEACHING AIDS

Select a commercial teaching aid from your classroom to explore and analyze. Write a report of the teaching aid and include the following:

1. Name of item
2. Company which produces it
3. Cost
4. Age for which appropriate
5. Purpose
6. Areas and times for use
7. Procedures for use
8. Cost and amount of time required to make the item rather than to buy it

TO BE TURNED IN:

A written report including items one through eight.

Be prepared to show and discuss the item in you group.

EVALUATION OF OUTDOOR PLAY SPACE

Evaluate the outdoor play area of your center according to the following scale: Good, Fair, Needs Improvement.

1. Play area is fenced and has a secure gate.
2. Available play space is at least 75 square feet per child.
3. There is adequate equipment available for the number of children.
4. There are many different kinds of equipment.
5. Equipment and play space are arranged so that the children are distributed equally over the area and are not congested.
6. There is a balance of sunny and shaded areas.
7. Ground areas are well-drained and free from standing water.
8. Play areas are arranged so that traffic patterns are clearly defined.
9. Playground is checked regularly for broken glass, nails, sticks, etc.
10. Stationary play equipment is checked regularly for splinters, loose parts, nails, etc.
11. Stationary play equipment is sturdy and well secured in the earth.
12. Climbing and walking equipment is located where the area is soft and/or padded.
13. The swing area is always supervised.
14. The area for wheeled toys is always supervised.

TO BE TURNED IN:

Your evaluation of the outdoor play area of your center.

EVALUATION OF OUTDOOR PLAY AREA, EXPERIENCE, AND EQUIPMENT

Complete an evaluation of your Outdoor Play Area and Program according to the attached form.

TO BE TURNED IN:

Your completed evaluation form.

EVALUATION OF OUTDOOR PLAY AREA, EXPERIENCES, AND EQUIPMENT

For each of the following, check those that are present at your center. For those you do not have, mark the item as a need.

1. Adequate space (75 square feet per child, minimum
2. Variety of terrain; slope, level, etc.
3. Variety of surfaces; grassy, dirt, hard riding track, etc.
4. Fenced, securely closed gate
5. Attractive, clean, appealing to the eye
6. Outdoor storage of outdoor equipment
7. Open running area
8. Sunny and shady areas
9. Adequate drainage, no standing water
10. Sawdust or sand under climbing areas
11. Live trees, shrubs, plants
12. Sand box and a good variety of materials
13. Water play available; water faucet, tub, etc.
14. Climbing experiences available in a number of forms
15. Wheel toys; riding, pushing, pulling, accessories
16. Garden planting spot
17. Digging area; dirt with some sand
18. Animal cage or pen, when needed

Availability of Outdoor Equipment

For each piece of equipment listed below, indicate those available at your center by writing the number of pieces of each type of equipment you have available for the children. Do not include those pieces of equipment that are broken and cannot be reapired.

1. Jungle gym
2. Large horizontal tree trunk
3. Balance boards
4. Ladders
5. Tires
6. Sewer pipes
7. Woodworking equipment, materials
8. Balls, assorted sizes
9. Cardboard boxes
10. Slabs of tree trunks, different heights
11. Other climbing equipment
12. Large wooden crates
13. Sawhorses, boards
14. Barrels
15. Inner tubes
16. Dramatic play equipment, house
17. Stick horses
18. Ropes, assorted lengths
19. Swings; rope, tire, seat
20. Other

EVALUATION OF THE PHYSICAL ENVIRONMENT

Evaluate the Physical Environment of your center by rating each of the following according to the scale good, fair, or needs improvement:

1. Can quiet and noisy activities go on without disturbing one another? Is there an appropriate place for each?

2. Is a variety of materials available on open shelves for the children to use when they are interested? Are materials on shelves well spaced for clarity?

3. Are materials stored in individual units so that children can use them alone without being forced to share with a group?

4. Are activity centers defined so that children know where to use the materials?

5. Are tables or rug areas provided for convenient use of materials in each activity center?

6. Is self-help encouraged by having materials in good condition and always stored in the same place?

7. Are cushioning materials used to cut down extraneous noise, rug under blocks, pads under knock out bench?

8. Are set-up and clean-up simple? Are these expected parts of the children's activities?

9. Have learning opportunities been carefully planned in the outdoor area?

10. Is the children's work displayed attractively at the children's eye level?

11. Do the children feel in control of and responsible for the physical environment?

TO BE TURNED IN:

Your completed evaluation of the physical environment.

EVALUATION OF THE INTERPERSONAL ENVIRONMENT

Evaluate the interpersonal environment of your center by rating each of the following according to the scale good, fair, needs improvement:

1. Is there a feeling of mutual respect between adults and children?
2. Is the physical environment enough under control so that the major part of the adults' time is spent in observation and participation with the children?
3. Can children engage in activities without being disturbed or distracted by others?
4. Do adults observe children's activities and intervene only when it is beneficial to the children?
5. Do adults have "growth goals" for each child based on the needs they have observed in each child? Is an individualized curriculum used to reach these goals?
6. Do children feel safe with one another?
7. Is competition avoided by arranging materials in individual units, limiting the number of children participating in an activity at one time, insuring the fairness of turns by strating a waiting list on which the child can see his name keeping his place in line?
8. Do the adults show the children how to help themselves? Are children encouraged to learn from one another?
9. Are there opportunities for children to play alone, participate in a small group, and participate in a large group?
10. When limits are placed, do adults use reasoning and consistently follow through? Are limits enforced?
11. Are the adults models of constructive behavior and healthy attitudes?
12. Is there an overall warm interpersonal environment?

TO BE TURNED IN:

Your completed evaluation of the Interpersonal Environment.

EVALUATION OF ACTIVITIES TO STIMULATE DEVELOPMENT

Evaluate the effectiveness of the activities in your classroom by rating each of the following according to the scale good, fair, and needs improvement:

1. Are there many opportunities for dramatic play for both boys and girls?

2. Is there a variety of basic visual art media?

3. Is music a vital part of the program?

4. Is language stimulation varied? Are limits enforced through verbal control and reasoning?

5. Are there small manipulative toys to build eye-hand coordination and finger dexterity?

6. Are there some opportunities to follow patterns or achieve a predetermined goal?

7. Do children do things like cooking, planting seeds, and caring for animals?

8. Are field trips planned to give experience with the world around us? Is there adequate preparation and follow-up after trips?

9. Are there repeated opportunities for children to use similar materials? Are materials available in a graded sequence so that children develop skills gradually?

10. Are children involved in suggesting and planning activities? How is free choice built into the program?

11. Are new activities developed by teachers as they are suggested by the interests of individual children?

12. Is the range of activities varied enough to present a truly divergent curriculum? Are there opportunities for learning through exploration, guided discovery, problem solving, repetition, intuition, imitation, etc.? Is there provision for children to learn through their senses as well as verbally?

TO BE TURNED IN:

Your complete evaluation of the activities in your program.

MEALTIME OBSERVATION # 1

During mealtime, observe one child who has for some time presented one type of mealtime problem, such as overeating, refusing to eat, etc. Wirte a summary of your observation, answering the following questions:

1. What is the child's mealtime problem?
2. What do you think might be the cause of the problem?
3. What possible solutions might there be for this problem?
4. What might you do to help this child?

TO BE TURNED IN:

A written summary of your observation, answering questions one through four.

MEALTIME OBSERVATION # 2

Observe lunch time for one week, noting such things as safety practices, health practices, efficiency, atmosphere, teacher's attitude, teaching, etc. Write a summary of your observation and your feelings about mealtime in this center.

TO BE TURNED IN:

A written summary of your observation.

NUTRITION ACTIVITY DEVELOPMENT

Develop a puppet play, write a story, or develop a puzzle or game to teach children "Good Eating Habits." Present this activity to the children and evaluate its effectiveness.

TO BE TURNED IN:

The item which you developed.
A completed activity card for presentation of the activity.
A written evaluation of the presentation of the activity to the children.

FOOD GROUPS BOOKLET

Plan and implement the following activity for the children. Have each child develop a personal nutrition book about the Four Food Groups.

1. Collect pictures of food from magazines, catalogs, seed books, etc.

2. Using visual aids, discuss the four food groups.

3. Give the children four pages each, one for each of the food groups. Title the pages: Milk and Dairy Products; Meat, Fish, Eggs, Poultry; Fruits and Vegetables; and Breads and Cereals.

4. Have the children select pictures for each group, cut, and paste them to the appropriate pages.

5. Give the children another page for a cover for their book. The children will design their own cover and put their names and title of the book on the cover.

TO BE TURNED IN:

An activity card for the Nutrition book activity.
A written description of the children's response to the activity and a book that one child made.

CONSTRUCTING A CENTERPIECE TO TEACH NUTRITION

Plan and construct two centerpieces to teach nutrition concepts to the children. These can be made of any suitable materials, and making them could be an activity for the children. Write an evaluation of each centerpiece, including the following items:

1. Describe each centerpiece, including a list of all materials used.
2. State the nutritional concept taught with each centerpiece.
3. List the motivating questions which you asked and discussed with the children.
4. Describe each centerpiece's use, appropriateness to the children, durability, creativity, and teaching of concepts.
5. Describe the nutrition concepts the children were taught and the effectiveness of the centerpiece for doing this.

TO BE TURNED IN:

A sketch or picture and written description of each centerpiece.

A written evaluation of each centerpiece including the information in items one through five.

RECIPE FILE

Develop a file of at least ten recipes to present as cooking experiences with the children. Each recipe card should include the following:

1. Ingredients
2. Utensils needed
3. Directions

On the back of each recipe card, list three concepts that can be taught when the children use the recipe for a cooking experience.

TO BE TURNED IN:

Copies of the ten recipe file cards.

CONSTRUCTION OF RECIPE CHARTS

Construct two recipe charts for cooking experiences with the children, using pictures and words for the directions. Construct the recipe charts according to the following steps:

1. Draw or cut out pictures of the ingredients and utensils to be used.

2. Attach the pictures and print the words on large pieces of poster board. This should be done step-by-step so that the recipes will be easy for the children to follow. The charts should be large and the colors of utensils and ingredients should match those available for use in the center.

With guidance from the teacher, the children can follow the recipes to prepare the food for a cooking experience.

TO BE TURNED IN:

A sketch or the recipe chart and a recipe file card.

PLANNING COOKING EXPERIENCES

Cooking experiences for children should be planned to enable the children to complete as many tasks as possible. Plan and present two cooking experiences with the children according to the following steps:

1. Select a recipe for each cooking experience.

2. Plan the cooking experience according to the following:
   a. Ingredients needed
   b. Equipment needed
   c. Steps for preparation, as listed on the recipe
   d. Safety and/or health rules to discuss with the children before beginning the cooking experience
   e. Concepts the children can learn from each experience

3. Design and construct recipe charts to illustrate the recipes.

4. Present the cooking experience.

5. Summarize the strengths of this experience and recommendations for improvement.

Refer to the Nutrition book for suggestions for successful cooking experiences with young children.

TO BE TURNED IN:

A written summary including items one through five.

MENU EVALUATION

Select a one week set of menus, used in your center, for evaluation. Include all meals and supplements served each day.

Evaluate each meal and supplement and then summarize your findings by answering the following questions:

1. Do the menus contain the USDA's required minimum amounts and types of foods for the specific age group?

2. Do the menus meet the nutritional goal for vitamins A and C, and for iron?

3. Are the combinations of foods appealing and acceptable to young children?

4. Are foods varied from day to day? From week to week?

5. Can menus be prepared and served successfully by the employe(es) in the available time?

6. Can the menus be prepared and served with the available facilities and equipment?

7. Has the cost of the menus been considered?

TO BE TURNED IN:

A copy of the menus which were evaluated.
A written summary of your evaluation findings.

COOKING FOR THE CENTER

Get approval from your director and cook for you to assist in the food preparation for one full day. Write a summary of your experience, describing what you did, what you learned, and what you felt.

TO BE TURNED IN:

A written summary of your experience.

MENU PLANNING

Plan a set of menus for a two week period for your center. Include in the menus breakfast, morning supplement, lunch, and afternoon supplement. As you plan the menus, be sure to remember nutrition requirements, color, preparation time, equipment, facilities, personnel, children's needs, etc.

After you complete the menus, check with the director or cook or other person who approves the menus for your center, and have them review them for practicality to your situation. Also, see if your menus are in line with the center's budget for food costs.

TO BE TURNED IN:

A set of menus for two weeks.

A summary of your discussion with the director or other person regarding their evaluation of your menus.

PARENT INVOLVEMENT IN NUTRITION EDUCATION

Have the children take their "Four Food Groups" book, from the preceeding activity, home. Include a note to the parents asking their assistance in reinforcing what the child has learned about foods.

1. Discuss the book with the child.

2. Have the child name and classify the foods served at meals. Try to have one from each group so that the child will find all four.

3. Let me know how the experience goes.

TO BE TURNED IN:

A copy of the note sent home with the nutrition book.

A written summary of the feedback from the children and the parents.

HEALTH ENVIRONMENT SURVEY

Take a survey of the physical facilities of the center where you work. Evaluate your center for good health and sanitation practices which are necessary for maintaining a healthful environment.

Specific areas to evaluate include: (1) rest equipment, (2) eating equipment, (3) drinking equipment, (4) room temperature, (5) ventilation, (6) lighting, (7) play equipment, (8) bathroom facilities, (9) food preparation area, and (10) any other areas relevant to your situation.

For each area listed on the attached form, do the following:

1. Describe the comdition of the area, including any changes that are needed;

2. State the position of the person responsible for any changes that are needed;

3. Give the date on which any needed changes were completed.

TO BE TURNED IN:

The completed Health Environment Survey form.

HEALTH ENVIRONMENT SURVEY

Name _____ Center _____

Center Area	Condition of Area List needed changes	Position of Person Responsible	Date Change Completed
Rest Equipment			
Eating Equipment			
Drinking Equipment			
Temperature			
Ventilation			
Lighting			
Play Equipment			
Bathroom Facilities			
Food Preparation Area			
Other (List			

HEALTH RECORDS SURVEY

Examine the various health records that you have on file for each child in your center. Compare the completeness of your record system with the sample records given in your text. It is recommended that the following types of records be on file for each child:

1. Emergency Information Record
2. Health Record
3. Immunization Record
4. Developmental Record

After reviewing the records that are available, compare the health records on file in your center with the samples in your text. Discuss which you think is the better health record system and why.

TO BE TURNED IN:

A list of the types of records on file for each child in your center.
A written discussion comparing your health records with the samples in your text.
A brief paragraph discussing the completeness of the records that are on file for the children in your center.

DAILY HEALTH CHECK

Develop a daily health check system for your center to be sure that the children are all informally inspected as they enter the center each day. As a part of the daily health check system, make a chart which lists the things to look for which might indicate illness or poor health habits.

TO BE TURNED IN:

A discussion of your daily health check system including:

1. The daily health check chart which you developed;
2. The position of the person responsible for daily health checks;
3. A written description of when, where, and how daily health checks are made in the center.

SAFE ENVIRONMENT SURVEY

Survey the total environment of the center where you teach, looking for safety hazards. Look carefully, both inside and outside, for equipment or situations that could be dangerous to the children. Find out who at your center is responsible for the correction of the hazard and do what you can to see that any dangerous situations or equipment are repaired or removed.

After careful survey of the environment, complete the attached Survey Form.

TO BE TURNED IN:

The completed Safety Survey.

SAFE ENVIRONMENT SURVEY

Name _____ Center _____

Safety Hazard	Position of Responsible Person	Date Hazard Corrected

EMERGENCY DRILLS

Plan and conduct an emergency drill in your center for both a fire and a tornado. The appropriate preparation for emergency drills is important. It must include a discussion with the children about what is going to happen and the rules they are to follow during the drills.

TO BE TURNED IN:

1. A floor plan of your center chowing the exit pattern for a fire. This should include the primary route and the alternate route.

2. A floor plan showing the "under cover" pattern for a tornado.

3. A written step-by-step description of what is to be done in case of a fire at your center.

4. A written step-by-step description of what is to be done in case of a tornado in your vicinity.

5. A written evaluation of both the fire drill and the tornado drill, including the following:
   Did the children clearly understand what they were to do?
   Was the drill performed quickly enough to be safe?
   Was the traffic pattern for exiting the best for your center?
   What could you have done to improve each of the two drills?

(The floor plans showing the appropriate exit routes should be posted in your classroom, along with the evacuation procedures.)

ART AND THE CHILD'S DEVELOPMENT

Many developmental processes are enhanced through the use of art media. Listed below are several types of art media and a variety of developmental processes which may be enhanced through the use of these media. Review both lists and then make a chart showing which media promote or enhance which developmental processes.

ART MEDIA	DEVELOPMENTAL PROCESSES
Blocks	Sensory Expreience
Chalk	Exploration
Clay	Satisfaction and Enjoyment
Collage	Manipulation
Crayons	Emotional Release
Cutting and Pasting	Exercise Imagination and Initiative
Domestic Area	Good Work Habits
Easel Painting	Learning Experience
Finger Painting	Skill and Concentration
Sand	Eye-hand Coordination
String Painting	Harmony, Rhythm, and Balance
Water	Insight into Own Feelings
Woodwork	Develops Large Muscles
	Develops Small Muscles

TO BE TURNED IN:

Your chart showing each of the above media and the developmental processes that each one promotes or enhances.

ART ACTIVITY COMPARISON

Divide your group of children into two groups. Provide each group with a different art material. Allow the children to use the materials in their own way to create what they desire.

Observe what the children do, say, and express as they work. Compare the utilization of the two materials by completing the information listed below.

Activity, Group 1 _____

Activity, Group 2 _____

Rate each characteristic as follows: 1, excellent; 2, fair; and 3, poor.

CHARACTERISTIC	GROUP 1	GROUP 2
Promotes large muscle development.	_____	_____
Promotes small muscle development.	_____	_____
Promotes eye-hand coordination.	_____	_____
Provides an opportunity for emotional release.	_____	_____
Promotes self-expression.	_____	_____
Promotes social development.	_____	_____
Promotes creativity.	_____	_____
Promotes good work habits.	_____	_____
Promotes intellectual development.	_____	_____
Promotes positive self-concept.	_____	_____

Write a brief description of your findings from your comparison of the activities.

TO BE TURNED IN:

The completed chart.
A written description of your comparison.

RHYTHM AND MUSICAL INSTRUMENTS

Determine five rhythm and/or musical instruments which the children can make and use for musical activities.

Plan and present the activities for making the instruments, following the CDA Activity format.

Then, plan and present activities for using the instruments in creative music activities.

TO BE TURNED IN:

Sketch and written description of the five rhythm or musical instruments.

Duplicates of the activity cards for making the instruments and duplicates of the activity cards for using the instruments.

OUTDOOR PLAY ACTIVITIES

Outdoor play is a significant part of the child's daily program. The teacher should plan for outdoor play in the same manner that he/she plans for indoor activities.

Develop a two week plan for the outdoor activities for the children in the center. Using the format below, list the specific activities that will be presented to the children for each day of the two weeks. Then, write up CDA Activity Cards for at least ten of the activities.

OUTDOOR PLAY WEEK OF _____
(Dates)

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Total time for outdoor play		List specific activities for each day			

TO BE TURNED IN:

Two weeks plans for Outdoor play.
Ten activity cards to support the plan.

OUTDOOR EQUIPMENT INVENTORY

Compile an inventory of permanent and portable outdoor equipment available at your center. Review the list and determine the two pieces of equipment which are most needed to improve the outdoor area. For each piece of equipment, list the company where it can be purchased, the cost, and a description of the item.

List ten pieces of portable equipment that should be added with a description of each item and the approximate cost, if you had to buy the item.

TO BE TURNED IN:

Inventory of permanent and portable equipment.
Two items of permanent equipment to add and ten items of portable equipment to add and the purchasing information.

FREE PLAY DAY

Plan a "Free Play Day" for your center, where the teachers are facilitators for the activities rather than the classic "teacher-pupil" situation. Sketch the floor plan for setting up the room and label all centers to be used and the number of play spaces for each activity. (The number of play spaces should at least equal one and a half ($1\frac{1}{2}$) times the number of children enrolled.)

Develop a daily lesson plan for the day of activities.

TO BE TURNED IN:

A sketch of the room for "Free Play Day".
Daily Lesson Plan for the day.
A written summary of the children's response to the day and any changes that you would make the next time you have a "Free Play Day."

DRAMATIC PLAY OBSERVATION

Observe a group of children engaged in creative dramatic play. After the observation, answer the following questions concerning the children's play.

1. What was the composition of the group? Number of children, number of boys, number of girls.
2. What role did each child play?
3. What did each child do?
4. What comments were made by the children?
5. Of what value was the activity to the children?
6. What did you learn about the children?

TO BE TURNED IN:

A written summary answering the above listed questions.

DRAMATIC PLAY DEVELOPMENT---PROBLEM # 1

How can all the materials be collected or assembled for a new dramatic play situation? How is such a large job to be done? Who should be responsible for the job?

Develop a card to be given to a volunteer or volunteers for the preparation of a specific Dramatic Play Kit. Include the purpose of the kit and a complete list of materials, costumes, props, that are needed for the kit. It might be necessary to give suggestions of where things might be found or include patterns or sketches of the things that could be constructed.

TO BE TURNED IN:

Five cards with the information for five Dramatic Play Kits.

DRAMATIC PLAY DEVELOPMENT---PROBLEM # 2

How can a new exciting activity, such as a Dramatic Play Kit, be set up as a part of the free play experiences? Every child wants to be involved now!

Think about the following questions and make suggestions for implementing them.

1. What means of introducing a new dramatic play experience could be used?
2. What kinds of activities could you do?
3. Where in your program could they be introduced?
4. How would you supervise your entire free play program with the new attraction?
5. What kinds of limits would you set?
6. What other activities would be available at the same time?

TO BE TURNED IN:

A written summary of your responses to questions 1 through 6.

DRAMATIC PLAY DEVELOPMENT---PROBLEM # 3

A Dramatic Play Kit (problem # 1) has been developed and you have determined how you will introduce the activity to the children (problem # 2), how do you interact with the children in getting the play started? How do you help them understand the variety of possible roles? How do you help them determine who will be what?

List specific statements, questions, or procedires that you could suggest for adult involvement in the above experience.

TO BE TURNED IN:

Your written suggestions for implementing the Dramatic Play Experience.

COGNITIVE ACTIVITIES PRESENTATION

Plan and implement a learning unit in the area of math, science, or social science to the children in your classroom. Include the following:

1. Develop a theme, i.e. trucks, machines, wheels, etc.
2. List the objectives of the learning unit.
3. List questions to ask the children to stimulate discussion.
4. Develop the daily and weekly plan of activities.
5. List specific activities from the weekly plan and state the skills to be developed.
6. Make and utilize a prop box.
7. Develop and present at least one science experience in the unit.
8. List the materials needed for the unit, the cost of the materials, and where the materials were found.
9. Describe the special problems encountered while implementing the activities of this learning unit.

Each student will bring the materials and present a summary of the experience to the group.

TO BE TURNED IN:

A written report responding to the items listed above.

GEOMETRIC SHAPE MOBILE

Construct a mobile for the four basic shapes: square, circle, triangle, and rectangle. These should be made of different colors of poster board and may be hung from a clothes hanger or a dowel rod. Use your imagination to develop a unique mobile for teaching these concepts.

Use the mobile for teaching the concepts of shape.

TO BE TURNED IN:

A brief description and/or sketch of the mobile that you made.
An evaluation of the activity and the activity card.

FEELY BOX OR BAG

Cut a hole in the side of a box which has a cover. Attach the top of an old sock to this hole through which the children will put their hands. Decorate the bos and label it "Feel" Box.

Inside the box place various small objects for the children to feel, describe or name, after they put their hands in the box and touch an object. The Children will then remove the item from the box and see if they are correct.

A variation of this theme is to have only one object and let each child have a turn and secretly tell you what they think is in the box. After each child has a turn, remove the item and see who figured out the puzzle.

TO BE TURNED IN:

A description and sketch of the box or bag.
An evaluation of its use.
A list of the various objects that you have used.

RAINY DAY PLANS

When children are unable to play outdoors, the teacher must plan for classroom activities to avoid disruptive behavior. Some teachers have a special "rainy day box" in which materials or toys are kept to be used only on rainy days.

Plan what you would like the children to do on rainy days. Gather the needed materials together and place in a special box. Decorate the box in an attractive manner and label it for "Rainy Days."

When the opportunity arrives, bring out the rainy day box for the children to work with.

TO BE TURNED IN:

A description of the "Rainy Day Box".
A description of your plans for the next rainy day.
A list of the materials placed in the box.

PROP BOX

Develop three Prop Boxes for use in teaching concepts in the assigned curriculum area. Gather the materials and organize them in an appropriate box or container. Have these available in the dramatic play area during the time that you are emphasizing the concepts or people related to the Prop Box.

TO BE TURNED IN:

A written description of the three Prop Boxes and their contents.
An evaluation of the effectiveness of the Prop Boxes in the dramatic play area and in developing the concepts they are realted to.

LANGUAGE OBSERVATION

Select a child from your center and observe for fifteen minutes. Plan the situation to enable yourself to observe rather than to interact with the child.

Record the verbal and non-verbal language used by the child.

Evaluate the child's language development according to the following criteria:

1. Pronunciation/articulation
2. Vocabulary
3. Sentence structure
4. Expressiveness
5. Comprehension
6. Impediments or difficulties
7. Statement of the child's overall language development
8. Child's sex and age

TO BE TURNED IN:

A written report including the information in items one through eight and the record of your observation.

BIBLIOGRAPHY OF CHILDREN'S BOOKS

Review at least thirty children's books from your center library, public library, and other libraries available to you. After careful reading and review, write book cards for each. Be sure to select books that are appropriate to the ages and developmental levels of the preschool child.

Include the following information on each card:

1. Author---Last name, followed by the first name and or initials.
2. Title of the Book
3. Name of the Publisher
4. Date of Publication
5. Location of Book (Center, Public Library, etc.)
6. Cost (If available)
7. Summary or description of the content
8. List of concepts which the story will teach.

TO BE TURNED IN:

Thirty book cards including the information listed in items one through eight.

EVALUATING CHILDREN'S BOOKS

Select five books for young children and evaluate them according to the attached evaluation form.

TO BE TURNED IN:

Your completed evaluation forms.

EVALUATION OF A CHILD'S BOOK

Title:

Author:

Age for which intended:

1. Is the book interesting to young children?

2. Is the book of a desirable length?

3. Is the story content realistic and/or familiar to young children?

4. Is the style of writing simple and colorful?

5. Is the book suitably illustrated?

6. Does the book provide information that will extend the children's knowledge of their world?

7. Is the conclusion of the story logical?

8. Is the book ethically sound?

9. Is the book physically acceptable:
   - Is the binding durable?
   - Are the pages durable?
   - Is the print large and clear?
   - Are there only a few sentences per page?
   - Is it of a size which is easy to handle?
   - Does it have an attractive cover?
   - Are the pictures clear, bright, and appealing to young children?

10. Does the book have literary value?

11. For what age level would this book be most appropriate?

12. After evaluating the book, do you still want to include this book in your center library? Why or why not?

WRITING A BOOK

Over a period of several weeks, help each child "write" an original story of six to eight (6-8) pages in length. Have the children cut out and paste pictures or draw pictures on each page of their book. Have each child tell the story and you print the words on each page. Have the children make a cover, give the book a title, and give the child credit as author.

Keep the books in the classroom for several weeks so that all the children have an opportunity to read all of the books. Give the children their own book to take home.

TO BE TURNED IN:

A sample of one of these books.

"SESAME STREET" REVIEW

View a one-hour session of "Sesame Street" and answer the following questions:

1. What language concepts were presented?
2. How was each presented?
3. Were there other indirect methods used for language development?
4. Who do you think was the most effective method? Why?
5. What do you think is the strongest point in favor of "Sesame Street" in relation to learning language?
6. What do you think is its greatest weakness?
7. What did you learn from the show that you will try to implement in your program for young children?

TO BE TURNED IN:

A written review of the "Sesame Street" program you watched, answering questions one through seven.

POETRY FILE DEVELOPMENT

Begin the development of your own personal poetry file. Find ten poems appropriate to the age level of the children with which you work. Then, find or draw pictures that will illustrate each poem.

Mount or draw the illustrations on heavy paper, print the poem on the paper, and cover the page with contact paper or other plactic covering. Then, use these poems as a part of your daily program.

TO BE TURNED IN:

Ten poems, printed and illustrated.
Ten activity cards for implementing the poems in the daily program.

MANUSCRIPT WRITING

Using lined paper, write the alphabet in manuscript style in both upper and lower case letters.

TO BE TURNED IN:

A complete set of the alphabet.

MANUSCRIPT WRITING

In manuscript writing, label the learning centers, the childrens' lockers or cubbies, the equipment and materials that are stored at the children's level, and the parts of the room, such as door, chair, table, etc.

TO BE TURNED IN:

A written description of the labels used, a sample of the labels, and a description of the effect of the labels on the children.

OBSTACLE COURSE

On the outdoor playground, construct an obstacle course for your children. Provide something for them to climb over, go around, crawl under or through, jump over and jump off, etc. In a game of "follow the leader" demonstrate for the children how to complete the obstacle course. Repeat several times letting a child be the leader.

TO BE TURNED IN:

A written description and/or sketch of the obstacle course.
An evaluation of the activity answering the following questions:
    How did the children react to the obstacle course?
    In what ways was it of value to them.
An Activity Card for the Obstacle course activity.

ENHANCING COMMUNICATION WITH PARENTS

Plan and implement a method or system for communicating with parents about your center's program for children. This could be done in a number of ways: by having an open house to which parents, grandparents, and children are invited; by developing a monthly newsletter in which such things as class projects and educational activities are discussed; by developing an attractive and informative bulletin board that is changed weekly and strategically placed so that each parent who enters the center will see it.

Use your imagination and create an innovative project for communicating with the parents of the children in your class.

TO BE TURNED IN:

A written description of your project for enhancing communication.

An evaluation of the effectiveness of the method you selected, based on the feedback from the parents.

PARENT-TEACHER RELATIONS

Parent-Teacher relations are important to the functioning of the center and to meeting children's needs while they are in the center. Parents and teachers must communicate in order to promote the positive development of a child.

Observe parent-teacher interactions in your center for a couple of weeks, particularly noting the five situations listed below. Describe the situation you observed for each example.

1. Describe the role of parents of a new child who was introduced into the school situation sometime during the term.

2. Describe several instances of teacher-parent interaction that you have observed. What do you think was accomplished?

3. Describe how the school communicates a child's progress to parents.

4. Ask a teacher about his/her techniques for working with parents. Describe those techniques which he/she finds most successful and why.

5. Describe a parent meeting that you have attended. What were the goals, procedures, and outcomes? What role did the parents have in the planning?

TO BE TURNED IN:

A written report describing the situations listed in items one through five.

TEACHER INTERVIEW

Interview a teacher concerning parent involvement and parent education as a part of the center's involvement. Ask the teacher to respond to the following questions:

1. What should parents expect of the center?
2. What does the teacher feel parents' involvement should be?
3. What type of parent education program should there be?
4. How should the home and the center relate to each other with regard to the child and the program?
5. What should be the teachers' responsibility to the children and to the parents?
6. What should parents expect the children to receive from the program?

After the interview with the teacher, analyze what was said and determine whether or not the center's expectations and this teacher's expectations are the same. Explain the similarities and differences.

TO BE TURNED IN:

A written report of the teacher's answers to questions one through six.

An analysis of the interview and a description of the similarities and the differences in the expectations of the teacher and the center.

PARENT INTERVIEW

Interview a parent concerning parent involvement and parent education as a part of the center's involvement and responsibility. Ask the parent to respond to the following questions:

1. What do parents expect of the center?
2. What do parents feel their involvement should be?
3. What type of parent education program is there?
4. What is the teacher's responsibility to the children and parents?
5. How should the home and the center relate to each other with regard to the child and the program?
6. What do parents expect the children to receive from the program?

After your interview with the parent, analyze what was said and determine whether or not the center's expectations and this parent's expectations are the same. Explain the similarities and differences.

TO BE TURNED IN:

A written report of the parent's answers to the questions.

A written analysis of the interview and a description of the similarities and differences in expectations.

SCENARIO: PARENT CONFERENCE

The home and school should work closely together, especially in the case of a child who is often disruptive.

Write an imaginary conversation between a teacher and the mother of such a child. How might the teacher approach the subject? How might the parent react? How can the teacher best phrase the problem so that the parent would react in a cooperative fashion rather than defensively?

TO BE TURNED IN:

The written scenario.

PARENT CONFERENCE

Conduct a conference with the parent of a child in your class.
Following the conference, evaluate it by answering the following questions:

1. Date of Conference
2. Place of Conference
3. Was the conference initiated by you (the teacher) or the parent?
4. Who was present at the conference?
5. Was the conference arranged by telephone, letter, personal contact?
6. Did you organize your thoughts and materials prior to the conference? Explain by including an itemized list the the things you had on hand.
7. How long was the conference? Were there any interruptions? If so, list them as they occurred and how you handled them.
8. Tell what was discussed during the conference. Be specific.
9. How did the parent react to the conference? What emotional behavior did you observe?
10. How did you react to the statements and behavior of the parent?
11. Did you make any statements that would cause the parents to feel that you were attacking them? If so, list the statements made and the reactions of the parents.
12. Do you think that the parents showed sincere interest in the conference and in meeting the needs of their child? Give positive and/or negative examples of this.
13. What would you do differently in planning future conferences?
14. Write a brief summary evaluating the total conference. State specifically any ways that you could have done a better job of conducting this parent conference.

TO BE TURNED IN:

A written report including the information for questions one through fourteen.

HOME VISITS

Arrange for and conduct three home visits with parents of children in the center, preferably new children and/or children who have enrolled but not yet attended the center. Refer to the information on home visits in the Parent-Teacher-Community Relations book.

After each visit, complete a Home Visit Report.

TO BE TURNED IN:

Three completed home visit reports.

HOME VISIT REPORT FORM

Arrange for the Home Visit

Child's first name — Birthdate

Child's address — Telephone

Date of visit — Time

Persons present

Purpose of visit

Prepare Needed Information for Visit

List questions to ask, observations to make, information to obtain, and materials to take that you will need in order to accomplish the purpose of your visit.

Conduct Visit

Describe the visit, including all information and/or observations made that were pertinent to accomplishing the purpose of your visit. Attach any notes made following the visit.

Discuss each of the following:
Child
Home
Parents

Special Comments

Evaluation of Visit

What did you learn from this home visit about how the home environment influences the child's behavior?

How will this visit help you to better guide the child in your classroom?

PARENT MEETING POSTER

Make a poster announcing a parent meeting. Be sure to include all the necessary information to inform and attract parents .

TO BE TURNED IN:

A sketch and brief description of the poster.

An evaluation of the effectiveness of the poster in getting parents interested in attending the meeting.

PARENT MEETING

Develop a list of topics for possible use for parent meetings. Select one of these and plan and implement the Parent Meeting.

Your plan should include the following:

1. A complete outline of the meeting.
2. A handout to send home with each child.
3. A poster advertising the meeting.
4. An article for newspaper publicity.

After the meeting is concluded, write a summary of the results, including:

1. Strengths
2. Areas for improvement
3. Parent response

TO BE TURNED IN:

The complete written plan with a sketch of the poster.

A written summary of the results of the meeting including the information in items one through three.

PLANNING FOR PARENT EDUCATION

Write down the names of all the parents of children in your class, divided into three groups, as follows:

Group A: Those parents who would be interested in learning about child development with little encouragement from you.

Group B: Those parents who would definitely not be interested in learning about child development.

Group C: Those parents of whose interest you are not sure.

Plan an approach for each of the three groups to provide a parent education activity. Decide what you could do or say to create or enhance an interest in child development, then implement each plan, and evaluate their effectiveness.

TO BE TURNED IN:

A written description of the approach you would take with each group of parents.

An evaluation of the implementation of each plan, including the strengths, weaknesses, and suggested improvements.

TAKE-HOME PACKET

Construct a take-home packet for a learning experience to be shared between the parent and child. Complete the following steps:

1. Plan and construct an activity to teach a specific concept that would be appropriate for use in promoting involvement of parents and child in the learning experience.

2. Write an instruction sheet for implementation of the take-home packet.

3. Write a letter to parents to accompany this experience. The content of the letter should provide the parents with information about the importance of the activity and how the child will gain from the parents participation in the activity.

TO BE TURNED IN:

A description and sketch of the "Take-Home Packet" that you made for use with parents and children.

Instructions for implementation of the packet.

A copy of the letter you composed to accompany the learning activity.

VOLUNTEER PROGRAM

Develop a plan for the recruitment and utilization of volunteers in the center. Include plans for the following:

1. Recruitment
2. Orientation and Training
3. Utilization
4. Coordination and Supervision
5. Recognition

Give specific steps that you would follow for each part of the Volunteer Program, information to be given to the volunteers, etc. Be specific and complete for each step.

TO BE TURNED IN:

A written report of your Volunteer Program.

VOLUNTEER GUIDE

Write a "Guide for Volunteers" stating the rules and policies of your center. Include, as a minimum, the following information:

1. Rules of health and safety
2. Discipline and guidance policies
3. Appropriate staff behavior
4. Daily programming
5. Emergency procedures
6. Other pertinent information regarding the center and its operation
7. Volunteer responsibilities

TO BE TURNED IN:

A copy of the "Guide for Volunteers" that you develop.

COMMUNITY SERVICES RESOURCE FILE

Develop a file of resources that are available within your community that provide services for the families of the children in your center. Examples of services to be included are:

1. Counseling services
2. Food stamp information
3. Health services
4. Employment information
5. Recreational facilities
6. Other relevant resources

For each resource, you should include the following information on each card:

1. Name of the agency or organization providing the service
2. Address
3. Telephone Number
4. Contact Person
5. Type(s) of services provided
6. Procedure to follow in making a referral
7. Requirements for use, if any
8. Cost scale and determination of cost procedures, if any

TO BE TURNED IN:

Copies of your file cards for each community resource which could be utilized by the families of the children.

SCAVENGER HUNT FOR THE CENTER

Make a list of materials that you can use in your center and the places where these might be obtained free of charge. Include as many items as possible on your list. Examples might be empty spools, styrofoam trays, nuts and bolts, etc.

Plan a scavenger hunt for the parents and see how many of the items you are able to get for your center.

TO BE TURNED IN:

A copy of the list of materials that you hoped to get for the center.

A list of the materials that you did get for the center and one proposed use for each item.

CHILDREN WITH SPECIAL NEEDS, RESOURCE DIRECTORY

Develop a file of resource cards for use in your center in providing services for children with special needs. These should be resources available in your community where you can refer children and their families for assistance of a variety of kinds.

Each card should contain the following:

1. Name of the agency, organization, resource
2. Address
3. Telephone number
4. Person to contact
5. Cost information
6. Services provided
7. Procedure to follow in making a referral

TO BE TURNED IN:

At least ten (10) cards containing the information outlined in items one through seven.

SPECIAL NEEDS AGENCY INTERVIEW

Visit a diagnostic agency in your community and interview a professional for the purpose of discovering the specific services offered for children with special needs.

Discuss the following information:

1. How is the agency funded?
2. What are their specific assessment services?
3. What is the cost of a complete child assessment?
4. Determine the differences between private services, corporate services, and government funding for services.
5. Discuss and collect any materials offered through the agency that can be distributed to parents.

TO BE TURNED IN:

A written report containing the information outlined in items one through five.

SPECIAL NEEDS INFORMATION FOR PARENTS

Call, write, or visit ten agencies and/or organizations in your community which provide services to families with special needs children. Collect, from these groups, educational materials which can be distributed to parents. Review each piece of material to be sure that it will meet the needs of the parents which you serve.

TO BE TURNED IN:

A file of the materials, where they are available, contact person, usefulness.

IDENTIFYING THE ABUSED AND NEGLECTED CHILD

Do you have a child in your center whom you believe has been abused or neglected? If not, have you ever had one? Write a report on this child, being as thorough and as objective as possible. Remember to keep your report professional and objective, and include the following:

1. Identification of possible neglect or abuse problem.
2. How did you recognize the problem?
3. What was done to correct it?
4. Do you see any lasting or continuing effects of the problem?
5. List the procedure, followed by your center, for reporting a case of child abuse or neglect to the local authorities.

TO BE TURNED IN:

A written report containing the information in items one through five.

ASSESSMENT AND DEVELOPMENTAL ACTIVITIES FOR THE SPECIAL NEEDS CHILD

Select one child from your center who fits the definition of a special needs child. Do the following in regard to this child:

1. State the nature of the special need.

2. Assess the developmental level at which the child is functioning in relation to the child's age in the following areas: language, motor, social/emotional, and intellectual. (Utilize the assessment tool that is designated by your center or agency.)

3. Develop five activities designed to meet the developmental needs of this child in the areas in which a deficiency in development is apparent.

TO BE TURNED IN:

A written description of the information requested in numbers one and two. Activity cards for the five activities designed in number three.

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